

Greenwood Elementary
2300 East Howe Springs Road
Florence, South Carolina 29505

Grades	K-6 Elementary School	
Enrollment	660 Students	
Principal	Susan Hartwig	843-664-8451
Superintendent	Larry Jackson, Interim Superintendent	843-669-4141
Board Chair	Porter Stewart	843-669-6395

The State of South Carolina

**Annual School
Report Card**

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	49	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No

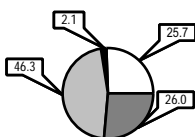
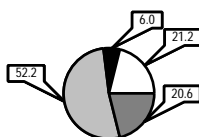
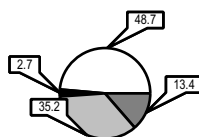
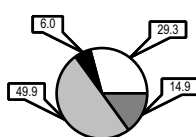
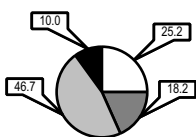
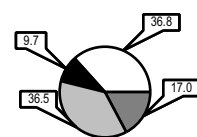
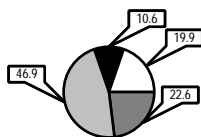
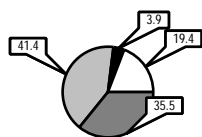
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	370	99.7	25.4	46.4	26.0	2.1	39.5	Yes	Yes
Gender									
Male	181	99.5	28.1	44.3	25.1	2.4	37.1		
Female	189	100.0	22.8	48.5	26.9	1.8	41.9		
Racial/Ethnic Group									
White	169	100.0	14.4	43.8	39.4	2.5	56.9	Yes	Yes
African American	196	99.5	35.9	49.4	13.5	1.2	22.9	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	311	100.0	22.8	45.2	29.5	2.5	43.4		
Disabled	59	98.3	39.6	52.8	7.5	0.0	18.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	370	99.7	25.4	46.4	26.0	2.1	39.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	99.7	25.3	46.7	26.2	1.8	39.5		
Socio-Economic Status									
Subsidized meals	219	99.5	35.8	47.4	15.8	1.1	27.9	No	Yes
Full-pay meals	151	100.0	11.8	45.1	39.6	3.5	54.9		

Mathematics – State Performance Objective = 36.7%									
All Students	370	100.0	21.2	52.2	20.6	6.0	46.0	Yes	Yes
Gender									
Male	181	100.0	20.8	53.0	19.6	6.5	47.0		
Female	189	100.0	21.6	51.5	21.6	5.4	44.9		
Racial/Ethnic Group									
White	169	100.0	8.8	51.3	28.8	11.3	63.8	Yes	Yes
African American	196	100.0	32.7	53.2	12.9	1.2	29.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	311	100.0	17.8	51.2	23.8	7.1	51.2		
Disabled	59	100.0	38.9	57.4	3.7	0.0	18.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	370	100.0	21.2	52.2	20.6	6.0	46.0		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	100.0	21.3	52.3	20.4	6.0	45.9		
Socio-Economic Status									
Subsidized meals	219	100.0	29.8	57.1	12.6	0.5	30.9	No	Yes
Full-pay meals	151	100.0	9.7	45.8	31.3	13.2	66.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	370	100.0	48.7	35.2	13.4	2.7	16.1
Gender							
Male	181	100.0	47.6	32.7	15.5	4.2	19.6
Female	189	100.0	49.7	37.7	11.4	1.2	12.6
Racial/Ethnic Group							
White	169	100.0	27.5	45.0	21.9	5.6	27.5
African American	196	100.0	69.0	25.7	5.3	0.0	5.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	311	100.0	43.1	39.5	14.6	2.8	17.4
Disabled	59	100.0	77.8	13.0	7.4	1.9	9.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	370	100.0	48.7	35.2	13.4	2.7	16.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	100.0	48.6	35.4	13.2	2.7	15.9
Socio-Economic Status							
Subsidized meals	219	100.0	61.8	31.9	5.8	0.5	6.3
Full-pay meals	151	100.0	31.3	39.6	23.6	5.6	29.2

Social Studies							
All Students	370	100.0	29.3	49.9	14.9	6.0	20.9
Gender							
Male	181	100.0	33.3	42.9	14.9	8.9	23.8
Female	189	100.0	25.1	56.9	15.0	3.0	18.0
Racial/Ethnic Group							
White	169	100.0	14.4	51.9	23.1	10.6	33.8
African American	196	100.0	43.3	47.4	7.6	1.8	9.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	311	100.0	23.5	53.0	16.7	6.8	23.5
Disabled	59	100.0	59.3	33.3	5.6	1.9	7.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	370	100.0	29.3	49.9	14.9	6.0	20.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	100.0	29.1	49.8	15.0	6.0	21.0
Socio-Economic Status							
Subsidized meals	219	100.0	41.9	46.1	10.5	1.6	12.0
Full-pay meals	151	100.0	12.5	54.9	20.8	11.8	32.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	105	99.1	10.2	36.7	50.0	3.1	53.1
	4	98	98.0	23.9	50.0	26.1	N/A	26.1
	5	84	97.6	27.6	61.8	10.5	N/A	10.5
	6	131	100.0	32.0	43.2	23.2	1.6	24.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	89	98.9	4.9	34.1	53.7	7.3	61.0
	4	106	100.0	17.2	58.1	23.7	1.1	24.7
	5	102	100.0	34.0	50.0	16.0	0.0	16.0
	6	73	100.0	50.8	40.0	9.2	0.0	9.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	105	100.0	10.1	66.7	23.2	N/A	23.2
	4	98	99.0	22.6	52.7	18.3	6.5	24.7
	5	84	100.0	39.7	47.4	11.5	1.3	12.8
	6	131	100.0	28.8	43.2	18.4	9.6	28.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	89	100.0	12.0	56.6	22.9	8.4	31.3
	4	106	100.0	18.3	52.7	24.7	4.3	29.0
	5	102	100.0	33.0	47.9	10.6	8.5	19.1
	6	73	100.0	20.0	52.3	26.2	1.5	27.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	89	100.0	34.9	45.8	14.5	4.8	19.3
	4	106	100.0	41.9	40.9	16.1	1.1	17.2
	5	102	100.0	59.6	24.5	12.8	3.2	16.0
	6	73	100.0	60.0	29.2	9.2	1.5	10.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	89	100.0	22.9	54.2	18.1	4.8	22.9
	4	106	100.0	20.4	57.0	20.4	2.2	22.6
	5	102	100.0	43.6	39.4	8.5	8.5	17.0
	6	73	100.0	29.2	49.2	12.3	9.2	21.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 660)				
First graders who attended full-day kindergarten	95.7%	Down from 97.3%	100.0%	100.0%
Retention rate	3.4%	Down from 7.2%	3.2%	3.0%
Attendance rate	95.8%	Up from 95.2%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Up from 0.0%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Up from 0.0%	3.7%	3.2%
Eligible for gifted and talented	6.5%	Up from 5.9%	12.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.0%	Up from 9.8%	9.3%	8.2%
Older than usual for grade	3.8%	Down from 5.9%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	51.2%	Up from 50.0%	53.3%	52.6%
Continuing contract teachers	97.7%	Down from 100.0%	86.3%	83.3%
Highly qualified teachers	85.7%	Down from 88.9%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 92.7%	87.7%	87.0%
Teacher attendance rate	96.2%	Up from 95.0%	95.0%	95.0%
Average teacher salary	\$42,482	Up 2.8%	\$41,485	\$41,703
Prof. development days/teacher	6.3 days	Down from 11.9 days	13.0 days	12.8 days
School				
Principal's years at school	22.0	Up from 21.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 21.1 to 1	18.8 to 1	18.8 to 1
Prime instructional time	91.8%	Up from 89.7%	89.6%	89.8%
Dollars spent per pupil*	\$5,374	Up 10.6%	\$6,144	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 65.9%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.2%	Down from 100.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenwood Elementary is a school-wide Title I School. The school is accredited by the Southern Association of Colleges and Schools, The Commission on International and Trans-Regional Accreditation and the South Carolina Department of Education.

The following are highlights of major programs currently offered:

Reading Recovery is provided to students in first grade who are reluctant readers and need the extra push to be successful.

Grades K-6 all participate in the Reading Renaissance Reading Program for enrichment in reading skills.

Students scoring Below Basic and Basic were provided tutorial services in skills identified by bench mark testing in math and English/ language arts in grades 3-6.

Grades 1-6 attend Orchard computer lab for math and reading computer-assisted instruction.

Character Education is provided through classroom guidance and in the regular classroom using literature to illustrate attributes.

Student test scores for the 2004 school year reflected the gain needed to make the state AYP goals. All grades increased the percentage of students moving from Below Basic to Basic. Test results from 2004 indicate percentage of gain or loss from the previous year in number of students moving from Basic to Proficient. English/language arts increased in grades 3 (+22.3%), 4 (+8.7%) and 6 (+4.8%). Grade 5 (-1.1%) did not show an increase in E/LA. In math increases were in grades 3 (+4.1%), 4 (+1%) and 6 (+5.5%). Grade 5 (-9.3%) did not show an increase in those scoring Proficient. The school met all tested AYP goals (18 of the 19 goals established) except the AYP goal relating to student attendance. This goal was missed by one tenth of a point.

The School Improvement Council (SIC), the Title I Committee, the staff and administration worked jointly to formulate goals for 2005-06. The Major goals identified for the 2005-06 school year are:

1. Increase the percentage of students scoring Proficient or better on the PACT tests in language arts and math by 10% in grades three, four, five and six.
2. Continue to enhance computer-assisted instruction in grades one through six through use of two computer labs.
3. Continue to emphasize character attributes through literature, classroom guidance, speakers and special events.
4. Continue to enhance instruction in the classroom with the enhanced technology in the classroom.
5. Increase parent involvement in workshops, family reading nights and parent organizations such as APT.

Greenwood faculty and staff appreciate the work of all parents who volunteered to serve Greenwood in all capacities including: School Improvement Council, The Title I Committee, volunteer nurses, chaperones for trips, parents who gave of their time to volunteer reading with students and helping in other areas of the school. The APT parent organization had a successful year with membership, fund raising and increasing support providing extra resources to enhance both the curriculum and physical environment for Greenwood students. We continue to value and solicit parental assistance and involvement to enhance the total school learning environment of Greenwood Elementary School.

Randall H. Barnes, Principal, 2004-05

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	63	41
Percent satisfied with learning environment	100.0%	68.3%	87.8%
Percent satisfied with social and physical environment	92.3%	82.3%	73.2%
Percent satisfied with school-home relations	87.2%	82.5%	63.4%

*Only students at the highest elementary school grade level at this school and their parents were included.